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প্রাচীন পুস্তক প্রত্যয় (ঐতিহ্য
প্রত্যয়) প্রাচীন পুস্তক প্রত্যয় (ঐতিহ্য
প্রত্যয়)

Pratyay



State Council of Educational Research & Training (WB)

25/3, Ballygunge Circular Road, Kolkata-700 019

Pratyay

প্রত্যয়

Volume III

March 31, 2008

No.1



State Council of Educational Research & Training (WB)

25/3, Ballygunge Circular Road
Kolkata - 700019

Portal- www.scertwestbengal.org
e-mail-edusearch253@yahoo.com

Phone : (033)-2486-4377; (033) 2486-5114 (Telefax)

A journal Published by SCERT (WB) for National Population Education Project of NCERT

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Date:

28.4.2008

Page No.:

13319

Project Director
&
Editor

: Dr Rathindranath De
Director, SCERT (WB)

Project Coordinator

: Sri Hirak Kumar Barik
Research Fellow, SCERT (WB)

Published by

: Director
State Council of Educational Research & Training (WB)
25/3, Ballygunge Circular Road
Kolkata - 700019

Printed by

: Silpabarta Printing Press Limited
25 & 27 Canal South Road
Kolkata - 700015

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CONTRIBUTORS TO THIS ISSUE

1. Prof. Gautam Bandyopadhyay : Reader, Ramakrishna Mission
Sikshanamandira, Belur
2. Prof. Debdulal Dutta Roy : Psychology Research unit,
Indian Statistical Institute,
Kolkata
3. Smt. Sudarshana Mukherjee : Consultant, SSA cell, West Bengal Board
of Secondary Education
4. Dr. Shiromoni Panda : Asst. Headmaster,
Masjidbati Parbati High School
P.S.- Basanti ; Dist.- South 24 Parganas
5. Sri Swapan Kumar Bhaduri : National Teacher

EDITORIAL

The present issue of 'Pratyay' is the fourth one published since October 2005 under the aegis of the National Population Education Project being carried out at the State Council of Educational Research & Training (West Bengal). 'Pratyay' is an effort to disseminate the ideas propounded by Population Education.

The United Nations Development Programme has declared the current decade (2005-2015) as the 'Decade of Sustainable Development' and there is considerable demand from a section of people for inclusion of all developmental issues in school curriculum. Another group, armed with the recommendations of several committees and commissions, is in favour of reducing the curricular load of school children. Population education in its present form aims at bridging the gap between the two lobbies by promoting learning of the developmental issues without increasing the curricular burden. The main thrust of Population Education is on the development of life skills among adolescents through co curricular activities. 'Pratyay' being the mirror of the Population Education Project, reflects the same philosophy and presents discussions on such issues.

This issue of 'Pratyay' contains articles on different aspects of School Education, out of which two are directly related to the focus areas of National Population Education Project.

Smt. Sudarshana Mukherjee, consultant, SSA cell, West Bengal Board of School Education, reflects her views on the process of woman empowerment in our society.

Dr. Shiromoni Panda, Asstt. Headmaster, Masjidbati Parbati High School, in his article analyses the need for involvement of the community in general for addressing the challenge.

Prof. Gautam Bandopadhyay, Reader, Ramakrishna Mission Shikshanamandira, Belur, explains why the functional communicative approach of teaching English as second language currently being practised in case of teaching-learning of grammar at secondary and tertiary stages needs to be modified. The author, therefore, advocates an eclectic approach for teaching-learning of grammar in respect of second language.

Prof. Debdulal Dutta Roy, Psychology Research Unit, Indian Statistical Institute, Kolkata, in his article describes how his research on children studying in grades III & IV reveals that reading motivation is affected by language, school climate, culture and socio-economic conditions. He also suggests strategies to enhance sustainable reading motivation for these children.

Sri Swapan Kumar Bhaduri, National Teacher, in his article has critically examined the necessity of continuous comprehensive evaluation (CCE) and emphasises the need for assessment of overall development of a child in both scholastic and co-scholastic domains. He also raises certain issues on outlining strategies for improved implementation of CCE.

With the aim of showing respect to its readers, a section of 'Pratyay' has been dedicated to their views and suggestions. The Newsletter section of this journal highlights the important activities of SCERT (WB) for the last 15 months. Some of the major events are NPEP, SSA activities, Setting up of Educational Technology Laboratories at SCERT (WB) under the implementation of Perspective Plan of Teacher Education, External evaluation of SCOPE, Impact Assessment of MDM Scheme, The study of reasons for large decline in enrolment between classes I and II, Achievement Survey in the classes III & VIII, Follow up activities of NCF, 2005, Orientation of Teacher Educators of SCERT, CTEs, IASE and DIETs on NCF, 2005 by using EDUSAT network, Orientation of School Teachers on Gender Issues in Education with reference to NCF, 2005 by using EDUSAT network, orientation programme titled "Strengthening Guidance & Counseling : Video Conferencing with State Level Key Personnel by using EDUSAT network, Preparation of Annual Plan of Teacher Education in West Bengal, 2008-09 & Preparation of Computer Education Plan, West Bengal under Centrally sponsored ICT@ Schools Scheme, 2008-09 etc. during the year 2007-08.

It should be mentioned here that the views expressed by the writers are exclusively theirs and SCERT (WB) is in no way accountable for them.

We hope that this issue of "Pratyay" will be appreciated by its readers. Readers are requested to come forth with their views about this issue. Write-ups are also invited from readers who are interested in the themes related to Population Education. This would help us to enrich "Pratyay".

Dated: Kolkata, March 31st 2008.

Dr. Rathindranath De
Director, SCERT (WB)

FUNCTIONAL GRAMMAR IN THE L₂ MILIEU: AN INANE RHETORIC

Gautam Bandyopadhyay

The impact of globalization, the liberalization of the economy, the opening up of the market and the increasing employment opportunities for English-knowing educated Indians have made the English language acceptable in contemporary India. English has become an economic necessity and this 'English advantage' has become India's selling point in the international market. People of India and abroad may be thankful in this regard to Communicative Language Teaching (CLT) for the on-growing marketability of English language.

Language very essentially is seen to be a dynamic means of communication, which involves not only a knowledge of the system of language, but also an awareness of the social, psychological and cultural factors that contribute in a rich way to the shaping of communication. Therefore, language is not a set of fixed structures, but a tool that needs to be wielded effectively in different situations for different purposes. The learner-centred paradigm reflects a desire to explore ways of making language teaching responsive to learner needs and interests and allowing learners to play a fuller, more active and participatory role in the day-to-day teaching / learning process. Further, since our learners who come from bilingual or multilingual contexts already have a rich resource, i.e., the practical knowledge of a first language (mostly mother-tongue) as well as of the world in general. We need to exploit this resource for teaching English as a second language. We believe therefore not in imparting a discrete, static and predetermined body of knowledge but in involving the learner in shaping the context, methodology and goals of second language education. The ultimate goal of such an approach to language education, therefore, is learner empowerment. Noam Chomsky in his 'Syntactic Structures' observes that the existing structural theory of language is incapable of accounting the fundamental characteristics of language, i.e., the creativity and uniqueness of individual sentences. Language, according to him, should be a system of self-imposed expression in which free and creative action is possible.

Grammar has always a controversial issue in second language pedagogy - both with theoreticians and practitioners. From the grammar-translation method to the current Functional Communicative Approach (FCA), grammar has occupied a varied role - from teaching grammar rules explicitly to making no overt reference to rules at all. Grammar appears threatening and even very difficult to understand for too many people. This is often because of the way in which it has been presented to them, as whether at school or later in their lives. To know a language is one thing,

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but to know about a language is completely different. While the former one is an unconscious process as occurs in case of first language acquisition, the other is a conscious process that happens in second and foreign language acquisition. Every language has its own grammar, irrespective of first and second language. Knowledge of grammar is more important to a second language learner than to a native speaker. This is because in the process of acquiring the language the native speaker has intuitively internalised the grammar of the language whereas the second language learner has to make a conscious effort to master those aspects of the language which account for grammaticality. "Language is a method of conveying our ideas to the minds of other persons, and the grammar of any language is a collection of observations on the structure of it, and a system of rules for the proper use of it." So, grammar is a set of rules which describe how a language works. These are rules in the sense that scientific laws are rules: general principles that describe how grammar functions in communication, not moral regulations like the Ten Commandments.

- Grammar is not for its own sake. It should help learners to develop the skills of listening, speaking, reading and writing.
- Grammar should be taught through skills.
- Grammar is picked up from real life situations.
- Grammar is best learnt from grammar books.
- Learners should be taught to discover grammar rules on their own.
- Grammar is acquired through the process of interaction.
- Memorisation of grammar rules is necessary to learn a language.
- One who knows grammar need not be a good communicator.
- Care should be taken to ensure that learners do not make mistakes.
- There should be special classes devoted to grammar.

The various parameters in which grammar is constituted thus lead us to the fact that grammar consists of certain rules and that it is these rules that govern the system of language units and structures by which we communicate with each other. That is to say, the study of grammar can help us in communication as grammar is a system consisting of phonology (language sounds), morphology (word form), semantics (meaning) and syntax (word order). The grammar of a language is thus essentially a logical, complete explanation of the way language operates in making sentences. Chomsky maintains that competence in the use of

language comes from an innate knowledge of certain rules or principles which govern the operations of language. These rules are not the directives we come across in traditional grammar which say what is right and what is wrong. "Grammar came to be regarded as an end in itself, as the be-all and end-all of language study" (H. Champion). No learner ever gains sure command over any form of construction in a foreign language by any other means than the systematic and frequent use of that form of construction. Regarding formal and functional grammar, we have very often a flimsy conception. The formal grammar is rule-governed but the functional grammar is not connected with the mastery of rules. It attempts to develop a grammatical sense, grammar in use. One is rational, the other is empirical. One is taught, while the other is developed from within.

There is no denying that language lives in communication. Man is often referred to as *Homo sapiens*; this is because he is capable of thinking and communicating. In Functional Communicative Approach grammar is not seen in isolation, and it being always there wherever a piece of communication occurs. It is viewed as part of the whole, organically integral with it. Obvious conclusion is that knowledge of grammar does not by itself guarantee ability to use language for meaningful communication. It is grammar in use that is to be emphasised as opposed to grammatical rules. But experience shows, at least from the socio-linguistic point of view, that FCA to second language teaching is to be partially accepted. This approach is outright psychological and thus most effective with reference to the beginners i.e., students meant for Primary stage where practice, only the sheer practice predominates keeping aside all the existing rules of grammar. But in the Secondary and tertiary stages, only 'grammar in use' seems a halfway endeavour going to be futile if grammar as a separate discipline is not properly stressed just now. Functional grammar finds its actual identity when practice precedes theory or rules in exhaustive treatment. Language learning is 'knowing the rules, having a conscious knowledge of the grammar'.

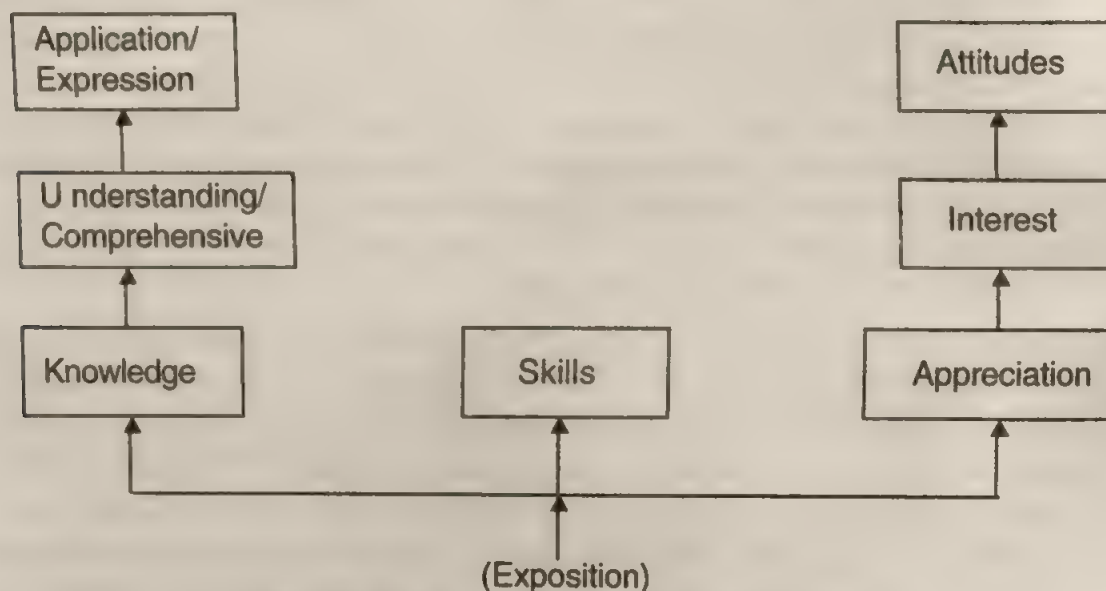
Traditional :

Grammar → Language Accuracy → L₂ Competence

Current :

Communication → Language fluency → Grammar → L₂ Competence

In NCERT model all domains have been combined and one taxonomy comprising of seven objectives has been evolved. This model is schematically presented below.



NCERT Model of Classification of Objectives

It needs to be made keeping in mind the entirely different contexts of L_1 and L_2 learners. As the L_2 learners do not have advantage of unlimited exposure to the target language, they will not be able to cull out the grammar rules efficiently. They will need a lot more time. In order to facilitate this process of understanding, learning and then acquiring the rules of the language, it stands to reason that some sort of grammar rules be given to the learner in the classroom elaborately. The learners are given an opportunity to discover the rules on their own through carefully selected materials. The teacher then consolidates their learning with overt reference to the rules of grammar. Most teaching of grammar ends at this stage, with the assumption that this will lead to the application of grammar rules in language use. Teaching experience has shown that in fact this is not the case at all. Learners are able to score well in discrete grammar tests but are unable to integrate these rules with their own use of English in real life communication. This illustrates to a need to extend the teaching of grammar and integrate it with four skills, i.e., Reading, Listening, Speaking and Writing. Grammar permeates the use of language at all levels. The teaching of grammar separately is as important as to integrate it with all the skills. Here the role of L_1 may act as an important support system. This move expectantly will make the teaching of grammar more meaningful and effective.

The approach adopted in this article is an eclectic one. In order to follow its objectives, the emphasis is on successful communication and any learning of grammar takes place only as incidental to this main objective. A teacher of language should, therefore, be eclectic in his approach; he need not accept any one theory completely. He should select what is best suited for his purpose in the classroom. He need not have a whole hearted commitment to traditional grammar; nor should he reject outright the insights of modern linguistics. "The acquisition of the grammatical system of a language remains a most important element in language learning. The grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of the grammar would lead to serious limitations on the creativity for communication".

Indebted to:

- | | |
|----------------------------|---|
| ✓ Noam Chomsky | - Syntactic Structures (Mouton) |
| ✓ George Yule | - The Study of Language (CUP) |
| ✓ C.Paul Verghese | - Teaching English as a second Language (Sterling) |
| ✓ Stephen Krashen | - Principles and Practice in Second Language Acquisition (Prentice-Hall) |
| ✓ Grammar in Communication | - Tasks for Teacher Development - CIEFL, Hyderabad |
| ✓ K.Bose | - Teaching of English (Doaba, Delhi) |
| ✓ S.Kudchedkar (ed.) | - English Language Teaching in India (Orient Longman) |
| ✓ A. Gupta | - A Handbook of Teaching English (Central Library, Calcutta) |
| ✓ WBBSE | - Prasikshan Sahayika (1998) |
| ✓ WBBSE | - Prasikshan Sahayika Notun Abhimukh (2005) |
| ✓ NCERT | - Instructional Objectives of School Subjects |
| ✓ J. Richards & T. Rodgers | - Approaches and Methods in Language Teaching
- A description and analysis (CUP) |
| ✓ C. Brumfit & K. Jhonson | - The Communicative Approach to Language Teaching (OUP) |
| ✓ H.G. Widdowson | - Teaching English as Communication (OUP) |

SUSTAINABLE READING MOTIVATION

– Debdulal Dutta Roy

One of the major challenges in modern education is to develop sustainable reading motivation. This will make students to be conscious of rapid changes in surroundings and to make different adaptive strategies in economic, social, political and cultural life. Motivation to read vis-a-vis ability to read raises productivity and earning potential of the population and the quality of life (UNESCO, 1993; World Bank, 1993). Therefore, in association with infrastructure development, attention should be paid on how to develop sustainable reading motivation among students. It would be misnomer to assume that reading motivation is appropriate only for school children, it is useful for college and university students also.

Sustainable Reading Motivation

The term 'Motivation' refers to the internal processes that give behavior its energy and directions. It originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing, and stopping it (Reeve, 1996). Following the definition of Reeve, motivation to reading refers to giving effort to read, to sustain reading, to intensify, to focus and to stop the reading behaviour. Motivation to read is determined by intrinsic and extrinsic reading motives. Intrinsic reading motives are application (desire to read in order to apply the learned information), knowledge (desire to read in order to gather more information about surroundings), achievement (desire to read in order to improve current reading competency) and aesthetic (desire to read in order to find pleasant feeling). On the other hand, extrinsic reading motives are affiliation (desire to read in order to be loved by others), recognition (desire to read in order to be admired by others) and harm avoidance (desire to read in order to avoid punishment).

Motivation to read sustains if individual prefers to be motivated by the intrinsic rather extrinsic reading motives. One wants to maintain intrinsic reading motives for long time as the reading outcome is better on the other hand, reading outcome is poor if one prefers extrinsic to intrinsic reading motives. 200 Bengali medium students of 3rd and 4th grades were administered reading motivation questionnaire (Dutta Roy, 2003) and their examination results in different subjects were recorded. It was noted that students with high score on intrinsic motivation performed well in their school examinations.

Study also reveals negative correlation between intrinsic and extrinsic reading motivation. Reading motivation is affected by language, school climate, culture and socio economic conditions.

Language : Motivation to read is determined by the language. In the above study, students who preferred intrinsic motives scored better in examination with first language and who were guided by extrinsic reading motives scored better in examination with second language.

School climate : School climate or the social experience of learning environment is affected by the protocols set up by the teachers and administrators of school or by types of school management. In another study, reading motivation

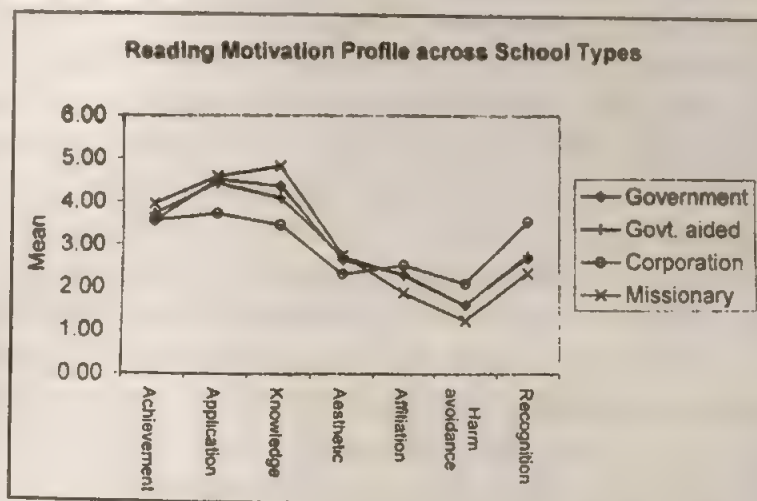


Figure 1: Reading motivation Profile of students across school managements

questionnaire was administered to boys and girls of Government (n=234), Government aided(n=202), Corporation(n=202) and Missionary schools (n=215) of Kolkata and its adjoining areas. It was noted that students of Kolkata corporation schools preferred extrinsic to intrinsic reading motives. They desired to read because of other's appreciation. Students of Missionary schools were more guided by intrinsic reading motives in comparison with others. Among three extrinsic reading motives, students of all the schools liked recognition reading motives and disliked harm avoidance reading motives.

Interaction between gender and school management : In the above study, results noted interaction effect of school management types and gender on reading motivation. In the Government schools, girls preferred application, recognition and

achievement reading motives than boys. On the other hand, boys liked to be guided by knowledge, application and harm avoidance motives than girls in the Govt. schools. But in the Govt. aided schools, girls preferred more knowledge and aesthetic motives and boys preferred affiliation, achievement, recognition and harm avoidance than their counter parts. In the corporation schools, girls gave more importance on application, knowledge and aesthetic motives and boys on affiliation, recognition and harm avoidance. In the Missionary schools, girls preferred affiliation, achievement and recognition motives than boys. In reverse, boys preferred application, aesthetic and harm avoidance reading motives more than girls. However, main effect of gender on preference to different reading motives was not significant.

Culture : Besides school management, preference to reading motives varies with culture. Reading motivation questionnaire was administered to different tribal students of Tripura (n=241) and Manipur (n=261) who were living in the hill areas (Dutta Roy, 2006). Students of Manipur preferred recognition, achievement, application and harm avoidance reading motives more. On the other hand, students of Tripura preferred knowledge, affiliation, and aesthetic motives more. Besides, state wise difference, inter tribal difference of two states in preference to reading motives was noted. In Tripura, data were collected from students of 4 communities as Tripuri, Jamatia, Reang and Chakma. Tripuri and Chakma students gave more importance on reading for gathering knowledge and application. Reang students preferred recognition motives. Jamatia students paid attention to aesthetic reading motive more than other groups. In Manipur, data were collected from Tangkhul, Thadou, Hmar, Paite, Mao and Poumai students. In comparison with other communities Hmar and Thadou students preferred application and knowledge reading motives. Poumai, Tangkhul and Mao preferred aesthetic reading motive.

Socio-economic conditions : Preference to reading motives varies with the socio-economic condition. In Tripura, irrespective of community wise difference socio-economic condition was related to reading motive preferences. Students of joint family more preferred application reading motive and less preferred recognition reading motive. Students with poor socio-economic condition (sources of drinking water far away from house, no toilet at home) preferred extrinsic reading motives like recognition and harm avoidance reading motive. On the other hand knowledge and achievement reading motives were preferred more by students of high socio-economic condition. In Manipur, Christian students more preferred aesthetic and less preferred harm avoidance reading motive. Students of poor socio economic conditions who collected water from far away preferred knowledge reading motive more and who lived in semi pucca or kutchha structure preferred aesthetic reading motive more.

To sum up, preference to sustainable reading motives vary with school management, culture and socio economic conditions. Below are few strategies to improve sustainable reading motivation. Here sustainable reading motivation refers to intrinsic reading motivation.

Strategies to enhance sustainable Reading motivation

Enhancing Knowledge motivation : Motivation to read for exploring information about surroundings develops through one's intention to perceive the environment as a whole. Motivation to acquire knowledge varies with age.

For younger children, play, drawing and story telling develop intention to know. Play provides children opportunity to actively explore, manipulate and interact with their environment. Playing with nature like plants, birds and animals develop motivation to understand their parts of body and functions. Another way to develop knowledge motive among young children is drawing. Drawing opens a gateway to understand the surroundings. More independence in drawing helps children to develop curiosity to know. Story telling is another strategy to develop knowledge motive as by listening to story, children develop own imagination, incomplete event of story haunts them and develop curiosity to know. Storytelling is a viable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses. .

Besides above, during teaching teen aged children or adolescents in the class room, teachers may use some cognitive strategies - (a) conceptual conflict, (b) creating climate for questioning and (c) curiosity arousing elements. In conceptual conflict strategy, teachers will introduce conceptual conflict when possible. Learners will feel compelled to explore the conflict until it is resolved. Another strategy is to create atmosphere for questioning where in students can test their own hypotheses through discussion or brainstorming. Curiosity arousing elements are incongruity, contradictions, novelty, surprise, complexity and uncertainty. In the class room, teachers may use those elements in order to develop one's intention to read for exploring information about surroundings.

Enhancing Application motivation :

Learning concepts and best practices in the classroom and then actually applying them in regular life is an invaluable experience. Modelling, drilling and generalization are the components of application motivation. Modelling helps students in defining the task operationally, in identification of resources or materials and in planning workflows with specific time limits to design representations of lessons. Total process energizes students to drill different components of tasks, workflows. Finally

it helps to make generalization about the lesson. For example, teacher during teaching about river assigns students to develop model of river. Student in designing the model may think of different changes in depth, length, width and movement of river or may think of some additions on the riverside of the model. In future, student can relate different issues (e.g., role of river in development of civilization) of river during study. To make this motivation sustainable, attention should be paid to influence the three layers of students' consciousness (Dutta Roy, 2006). Modelling is the journey from outer layer to inner core layer of consciousness.

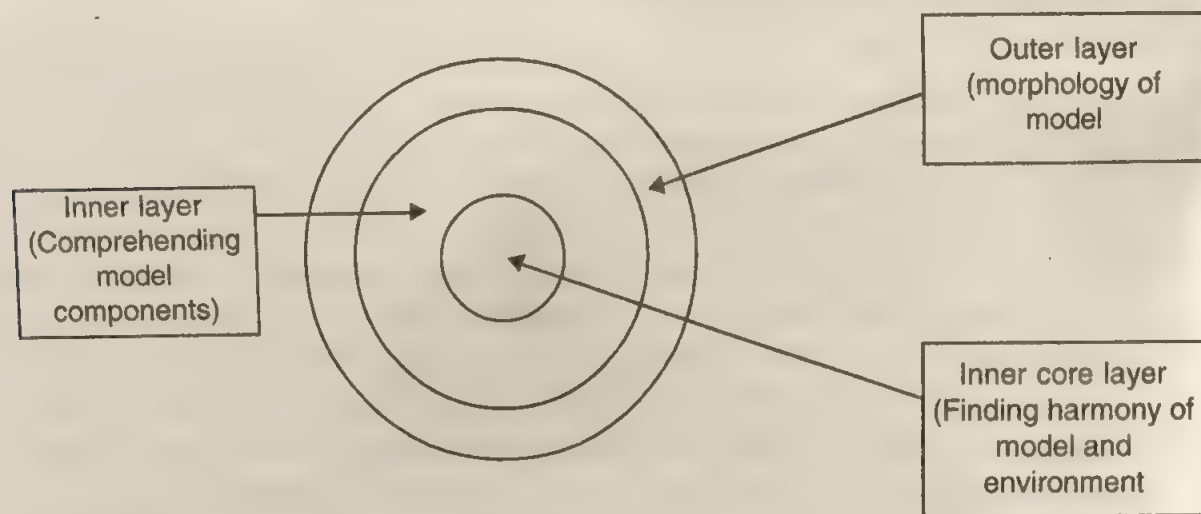


Figure 2 : Layers of Consciousness in designing model

Mere reading the text and following formal rules influence outer layer of consciousness. Inner layer is affected by understanding the lesson or the components of model. And inner core layer of consciousness is influenced by finding out inner harmony between model and it's application in real life.

Enhancing Achievement Motivation :

In the current study, achievement motivation refers to desire to read for developing mastery over reading. Mastery over reading helps students to develop phonological awareness or the ability to identify and manipulate sublexical units of speech such as phonemes or rimes. It helps students to make correspondence between morphological structure of letter and sound. There is growing evidence that phonological awareness plays important role in reading and spelling acquisition in alphabetic and non-alphabetic languages (Ziegler & Goswami, 2005). Fowler (1991) argued that children who have poorly defined or degraded phonological

representations will experience significant difficulties in encoding, rehearsing, storing and retrieving speech stimuli from memory. Reading aloud, monitoring speech and speech feedback help in phonological awareness. In classroom learning, teacher should encourage students to read the sentences of given lesson one by one and other students should follow his pronunciation. Other students will be advised to raise hands if there is any error of pronunciation. In this way, phonological awareness can be developed. After phonological awareness, teacher may pay more attention to "SQ4R" strategies in reading the text:

- * S: Survey - Survey the outlines.
- * Q: Question - Make question out of outlines without going in too deeply.
- * R: Read - Read the material in order to answer the question.
- * R: Reflect - Relate what is read to real life.
- * R: Recite - Read section and take notes. Associate text with spoken words and gestures.
- * R: Review - Review the material soon after reading and on a schedule.

To sum up, current study discussed three important sustainable reading motivation and illuminated various instructional strategies to nurture them.

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HOW MANY ROADS A (WO) MAN SHOULD WALK.....

— Sudarshana Mukherjee

Of late it is fashionable to moan about the less-than-proportionate share of woman in prized jobs including that of governing the country. Even now there is a bill *in limbo* to offer women a third of the Parliament seats in India. And this situation prevails despite the fact that in South Asia especially in India we have had a fair share of country heads, both *de jure* and *de facto*, leaders of major political parties and heads of states and regional governments from amongst the women. Definitely the situation is disingenuous as to the gloomy reality that lurks behind. The overall membership of women in the Parliament of the countries in South Asia dwindled between 6 to 8 percent in the last few decades, there are hardly any women in the decision making bodies of the major political parties and at the lowest level, village politics resides coyly in a predominantly male bastion. In this situation any attempt to elaborate on the aspects of empowerment of women in India will produce a discourse either of brittle smartness or one of cloying sentimentality. To avoid this we can take refuge in the opinion of Maxine Molyneux—“As a consequence, political women.....are seen as the deviants, the trespassers or the guests in a terrain which does not fundamentally belong to them”¹. In fact in our discourse we shall be dwelling upon these three aspects, which highlight the participation of women in the political process and thereby underline their story of so called empowerment.

No doubt empowerment is a political construct, hinging on the basic notion of politics involving the determination of methods of distribution of existent scanty social resources among the stake-holders. Again empowerment is a protean concept, more so in the realm of women studies. To put it simply empowerment means the ability to decide one's own course of development by analyzing the problems faced. According to C. Hemlata Prasad, famous for the cross-cultural study of women's empowerment through Panchayat Raj Institutions in six Indian states—‘empowerment means the transformation of structures of subordination, through radical changes in law, property rights, control over women's labour and bodies, and the institutions which reinforce and perpetuate male domination. Empowerment therefore means making informed choices within an expanding framework of information, knowledge and analysis of available options.(...) Women's empowerment is not against men, but against the system of patriarchy and all its manifestation’². The component of participation thus is inherent in this definition of empowerment. Here it is obvious that the stake holders through active participation will strive to alter the prevalent social equation loaded against them. With this back-of-the mind conception we can

— Pratyay —

examine the idea sponsored by Molyneux. A disclaimer here of course is necessary. These three aspects of participation of women as deviant, trespassers or guest in the arena of empowerment are not mutually exclusive; rather these three mingle together to present us a maze where several stakeholders including women themselves overtly or covertly take part.

The participation of women in the political process in India though dates back to pre-independent days (women constituted 10% of those jailed for protesting against the British rule) their presence in the political arena was dismal. "It was easier to get arrested for supporting democracy than it is to get elected to the democratic institutions that Indian Nationalists were fighting to obtain" was pathetically true. The Indian Parliament through the ages recorded the presence of scant women members and of them again majority were dumb beauties. In the first Lok Sabha (1952) 4.4% of the members were women, the sixth recorded (1977) an abysmally low percentage of 3.4, in the thirteenth (1999)³ it was 8.83% and in the current one (2004) it is 8.3%⁴. As far as their participation in the activities of the Parliament is concerned Dr.Sarala Gopalan observed—"In the Eleventh Lok Sabha,(1996) for example, of the total number of members who participated in the discussions on General Demands for Grants and the Demands for Grants for Railways, women constituted only 6.23%. In the same house, the figures relating to women's participation in two Confidence Motions was 6% and 4% respectively. (....) It is also obvious that political parties do not give adequate attention to allotment of time for women on more serious issues. The pattern of women's participation in important business of the House was not significantly different in the Twelfth Lok Sabha (1998) either"⁵. More recent statistics shows that in 2006 only 3.4% of the 45 women members in the Lok Sabha participated in the non legislative debates⁶.

People may wink and chortle over this bit of information. To any casual observer this is an important indicator proving the so called incapacity of the women in the public field. However the malady lies elsewhere. Tribulations at several levels conjointly offer the women the proverbial Himalayan block in their way to participation in the political process. We shall be briefly looking into this in our next section.

At the social level the idea that the public and the private spheres are different and that woman belong to the private one has essentially stymied the efforts for participation of women in the political arena. Gail Omvedt in an article⁷ published in 'Economic and Political Weekly' argued that to perpetuate the extreme form of patriarchy, the otherwise strong kinship bonds, pattern of patrilineal inheritance and the predominant caste structure (omnipresent among Hindus, Muslims and Buddhists) the women were socialized into a pattern of behaviour hinging upon two

basic items, namely a) "women's place is in the home" and b) that they are weaklings needing protection from men. That they are unable to handle even their own earnings are also adequately ingrained thereby making employed women to hand over their earnings to their husbands. This socialization effectively proves to be an inner constraint to restrict women to step in the public domain.

This acculturation at the social level is further buttressed at the political level where the women are simply denied or are given scanty chance to participate. Right from the pre-independence days some discordant voices in the form of Sarala Debi Choudhurani utterly shammed this concept of spheres yet the idea gained considerable importance with Sarojini Naidu, President, All India Women's Conference declaring in 1930 that "The demand for granting a preferential treatment to women is an admission on her part of her inferiority and there has been no need for such a thing in India,...". Later J. L. Neheru and S.C. Bose emphatically subscribed to this idea during 1939 and finally the constitution of India in 1950 did away with the preferential reservation for women. However Kaka Kalelkar in 1953 as the Chairman of National Backward Classes Commission justified this denial on the ground that since women do not form a community the opportunity of reservation cannot be offered to them⁸. The saga is still continuing as we find that-

- The political parties are scarcely interested to field women candidates in the general elections. A study of the 2004 Parliamentary elections by Rajeswari Deshpande shows that a major factor in women's low winning percentage was at the political party level that were reluctant to field woman candidates. The success rate of women candidates were however 12.4% compared to 9.8% of men. Again in the pre-73rd and 74th constitutional amendment days one could find hardly any women members in the Local self Government Bodies.⁹ In fact Omvedt argues that in India (as well in South Asia) politics is a lucrative source of income and power which men attempt to control¹⁰.
- In the institutions where the women are members(viz-Parliament) there even the men call the shots and women are allowed to participate only in issues relating to women. Elaborating on this aspect Congress leader Margaret Alva opines that women are allowed by the leaders of the political parties to speak on the women's issues only¹¹.

Thus in the social and political field the women are hard pressed as far as participation in the public domain is concerned. This essentially denies them to exercise an informed choice which is an essential component of empowerment. In fact these two aspects make the women pure *trespassers* in the public domain

where men call the shots. Further the case of rotational reservations in the local self-government bodies endows the women members with the status of *guest* since in most of the cases they are lame ducks. Since the male member who enjoyed the seat previously considers himself to be the sole claimant of all the cookies the seat generates, the woman currently having the seat by virtue of getting elected scarcely has the chance or the inclination to exert herself. The cauldron of woe is filled up!

Finally in the public domain the women members are denied the opportunity even to work in the fringes. Apurba Mukhopadhyay *et al* in an article "Empowerment of women-Waiting for Godot"¹² citing the cases of the heads of Gram Panchayat and Panchayat Samity, argued that the bureaucratic system continues to provide them with stumbling blocks in their effort to work. Major lacunae as identified by the authors are-

1. Free flow of instructions from different departments in English making them incomprehensible to the members. Difficulty in communication is a raging problem.
2. Sometimes due to lack of security the women members fail to visit the remote areas.
3. Lack of information and knowledge about government programmes especially for women and child welfare.
4. Lack of exposure to formal education breeds information gaps and dependence on second hand knowledge.
5. In most of the cases the perceptions of the local bureaucracy about development are at variance with the ground reality and the conceptions of the self-motivated women PRI members. This begets mistrust and distance.

The contention above places us before a very intriguing question. Examples are there where we find that women members in local self-government units have performed exceptionally well or for that matter some women MPs and MLAs have also come out with flying colours. The all women panchayats of Maharashtra and West Bengal bear testimony to this fact. The plausible explanation to these can be that in these cases the prevailing milieu and the incumbents' capacity combined in an astute way to thwart the prevailing local power structure and yield results of positive nature. This can be considered akin to the regime of Louis Bonaparte, as Marx described in his book 'Eighteenth Brumiere of Louis Bonaparte', where as a deviation the political superstructure determined the economic base of that

particular regime. No doubt these are the exceptions or for that matter *deviations* which as the wise men say, only proves the rule.

The notion of participation is ingrained in the idea of empowerment. As we have seen that despite pious mouthing the aspect of participation per se is scarcely addressed in the whole scenario. The women who are made to participate remain in most cases as *trespasser* or a *guest*. And in some cases the veteran women activists are treated as *deviants* who scorch the path but scarcely leave any trail. They are held in high esteem but are never followed, appreciated for their girth and grit but never imitated. In *Taitaraya samhita* and *Kathak samhita*¹³ the position of women has been described as subservient to man...in modern day also the system continues only with the difference that this undermining position has been made more subtle by resorting to jargons. Empowerment in Indian context is a jargon to embellish the traditional docile position of women in the society.

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- 13 '*Prachin Bharate Nari*' Biswabharati (*Ashar 1357*)

The title of the article is an allusion to a famous Bob Dylan song.

কন্যাসন্তান : এক মহান সম্পদ

— শিরোমনি পাণ্ডা

যে হাত দোলনা দোলায় সেই হাতই করে রাজ্য শাসন - সৃষ্টির আদিকাল থেকে নারীর ভূমিকা অনস্বীকার্য। আমরা কোন ন' কোন রমনীর গর্ভজাত। এই নারী কারো কন্যা, কারো জায়া, কারো জননী। বিশ্বজননীর রূপ আমরা কন্যার মধ্যেই খুঁজতে চাই। শিশু কন্যাই সময়ের পদক্ষেপে হয়ে ওঠে কিশোরী-যুবতী-রমণী-পরিপূর্ণ গৃহিণী তথা স্নেহময়ী জননী। বেদমাতা গায়ত্রী থেকে শুরু করে বিভিন্ন ধর্মের মধ্যে দেবীর প্রাধান্য আমরা লক্ষ্য করি। ইতিহাসের পাতায় মৈত্রেয়ী-গার্গী-অপালার নাম স্বর্ণাক্ষরে লিখিত আছে। মুঘলসম্রাট আকবরের জীবনে সায়াবানু, ছত্রপতি শিবাজীর জীবনে মাতা জীজাবাই এর ভূমিকা অতুলনীয়। আবার প্রিয়তমা মমতাজের জন্য নির্মিত হয়েছিল আশ্চর্য তাজমহল। রত্নগর্ভা জননীদেব জন্য আমরা বিদ্যাসাগর, রামমোহন, বিবেকানন্দ, নানক, কবীর, শ্রীচৈতন্যদেব, গান্ধিজী, সুভাষচন্দ্রের মতো সন্তানদের পেয়েছি। খাদিজার পাশে মহাম্মদ, -থেকেই ইসলাম ধর্মের সৃষ্টি হয়েছিল। মেরী কুরি আর মাদাম কুরির জন্য সৃষ্টি হয়েছিল বেরিয়াম। কন্যা তথা নারী প্রেরণাদাত্রী, সৃষ্টিময়ী এবং উদ্ভাবনী শক্তির আধার।

সৃষ্টির আধার এই নারী অঙ্কুর হল কন্যা সন্তান, যা আমাদের এক মহান সম্পদ। আমরা যদি এই সম্পদের পরিপূর্ণ বিকাশ ঘটাতে পারি তাহলে সমাজ ও রাষ্ট্রের প্রভূত উন্নতি সম্ভব। কিন্তু একবিংশ শতাব্দীতে এসেও মানব সভ্যতার বড়ো লজ্জা কন্যা ভ্রূণ হত্যা, কন্যা সন্তান অবহেলা। আজও সমাজের এক বিশাল অংশের পিতামাতা কন্যাকে বোঝা বলে মনে করেন। স্বাস্থ্য, শিক্ষা, পুষ্টি সর্বক্ষেত্রে লিঙ্গ বৈষম্যের অজুহাতে কন্যা সন্তান আজ ব্রাত্য। ভারতে নারীপুরুষের হার ১০০০ পুরুষ পিছু ৯৩৩ (২০০১ এর জনগণনা অনুযায়ী) নারী। আইন করে কন্যা ভ্রূণ হত্যা নিষিদ্ধ করা হলেও, এখনও গোপনে চলে লিঙ্গ নির্ধারণ। যার ফল শ্রুতিতে কেরল বাদে সারা ভারতে ভয়াবহ ভাবে কন্যা সন্তানের হার কমছে। নারী পুরুষের মমতাহীনতা অচিরেই সমাজের এক বিশাল অরাজকতার সৃষ্টি করবে। যদিও এর পিছনে অর্থনৈতিক নিরাপত্তা একটি প্রধান কারণ। যেমন বেশী পড়ালে উপযুক্ত পাত্র জোগাড় করতে বিশাল অঙ্কের টাকা পণ হিসাবে দিতে হবে। তাই ঘটে চলেছে বাল্য বিবাহ। ছেলেকে পড়ালে, ভাল পুষ্টি পেলে তারা ভবিষ্যতে বাবা-মাকে দেখবে, বৃদ্ধবয়সে তাদের ভরণপোষণের ভার নেবে। মেয়েকে পড়িয়ে কি হবে? ও তো কদিন পরে পরের বাড়ি চলে যাবে। এই সব বদ্ধমূল ধারণা আজ সমাজের রক্তে, রক্তে বাসা বেঁধে আছে। অনেকের কাছে তো কন্যা সন্তান আয়ের উৎস --গেরস্থালী সামলাবার পাত্রী, সেক্ষেত্রে শিশু কন্যাকে লোকের বাড়িতে ঝিয়ের কাজে পাঠানো হয়। বাড়ির জ্বালানী সংগ্রহে, রান্নার কাজে, ছোট ভাই-বোনদের দেখা শোনার কাজে, ও অন্যান্য গেরস্থালীর কাজে তারা মাকে সাহায্য করে। ছেলেদের তুলনায় মেয়েকে কম খেতে দেওয়া, ছেলেকে স্কুলে পাঠানো ও ভালভাবে পড়ার ব্যবস্থা করা— এককথায় পরিপূর্ণ বিকাশে ছেলেদের চেয়ে মেয়েদের প্রতি পিতা-মাতার আগ্রহ অনেক কম।

শিক্ষার ক্ষেত্রে ৭ বছরের উর্ধ্বে নারী শিক্ষার হার গ্রামের ক্ষেত্রে ২০০১ সাল পর্যন্ত ৫৩.৮২% আর শহরের ক্ষেত্রে ৭৬.১৪% (ভারতের জনগণনা - ১৯৯৯-২০০১)। প্রকৃত পক্ষে প্রাথমিক স্তরে তপসিলি জাতি ও উপজাতি মেয়েদের সংখ্যা ৩৩ জন আর মাধ্যমিক স্তরে মাত্র ২৫ জন (VI-VIII)। ৬-১৪ বছরের মধ্যে ২০ কোটি বিদ্যালয়ে না যাওয়া ছেলেমেয়েদের মধ্যে কন্যা-শিশুর সংখ্যা ১২% অর্থাৎ ২ কোটি ৪০ লক্ষ। সাক্ষরতার পশ্চিমবঙ্গের বর্তমান চিত্রে

নারীপুরুষের ব্যবধান (২০০০) ১৭.৩৬। সামাজিক অন্ধ বিশ্বাস, ধর্মীয় কুসংস্কার, বিদেশী শাসন প্রভৃতি প্রতিবন্ধকতার প্রাচীর ডিঙিয়ে লড়াই করে নারী শিক্ষার কতটা অগ্রগতি হয়েছে তার একটি পরিসংখ্যান নিম্নে দেওয়া হল—

সাল	প্রাঃ শিক্ষা	ষষ্ঠ - অষ্টমশ্রেণী	মাধ্যমিক/উঃ মাঃ	উচ্চ শিক্ষা
১৯৫০	২৮.১	১৬.১	১৩.৩	১০.১
১৯৯৯	৪০.৬	৪০.৪	৩৮.৯	৩৯.৮৬

(উৎস- কেন্দ্রীয় সরকার প্রকাশিত সিলেকটেড এডুকেশনাল স্ট্যাটিস্টিকস্ (১৯৯৯-২০০০)।

স্বাস্থ্যের ক্ষেত্রেও কন্যা সন্তান চরম অবহেলিত। ছেলেদের ক্ষেত্রে যেভাবে স্বাস্থ্যের যত্ন নেওয়া হয় মেয়েদের সেভাবে সমাজের এক বৃহৎ অংশের পিতা মাতা যত্ন নেন না। তাদের স্বাস্থ্য পরীক্ষা ব্যবস্থা প্রাইমারীতে থাকলেও ঔষধ দেওয়ার ব্যবস্থা নেই। ফলে নামমাত্র স্বাস্থ্য পরীক্ষার কোন মূল্য তাদের কাছে নেই। গ্রামের অধিকাংশ প্রাথমিক স্বাস্থ্যকেন্দ্র উপযুক্ত ডাক্তার, ঔষধের অভাব আর সর্বোপরি কন্যা সন্তানের স্বাস্থ্যের প্রতি পিতামাতার অবহেলার জন্য তারা অপুষ্টি, রক্তহীনতা, চর্মরোগ ও অন্যান্য বহু রোগের শিকার হয়। ফলে ভবিষ্যৎ জননী কালক্রমে জন্ম দেবে বা দিচ্ছে আর এক অপুষ্টি ও রোগগ্রস্ত সন্তানের। আর এই সব কারণেই মোট শিশু মৃত্যুর ১৮ শতাংশ কন্যা সন্তান।

এত বাধা, এত বিপত্তি সত্ত্বেও অগ্রগতিতে বিংশ শতাব্দীর মধ্যভাগ থেকেই কন্যার হাতের স্পর্শ পড়েছে জলে-স্থলে-অন্তরীক্ষে। দুর্বার গতি মহাকাশে ছুটে চলা প্লেন রকেট মহাকাশ যান তার হাতে বাগ মেনেছে। সে এখন মেরিন ইঞ্জিনিয়ার। ট্রেনের স্টিয়ারিং ধরেছে ঐ দোলনা দোলানো হাত। সফলতার সঙ্গে রাষ্ট্রনায়কের ভূমিকা পালন করেছে, যুদ্ধক্ষেত্রে সৈনিকের বেশে মর্টার হাতে ছুটে গেছে। শিক্ষা, সাহিত্যে, চিকিৎসাবিজ্ঞানে, বিজ্ঞান গবেষণায়, প্রযুক্তিবিদ্যায়, মহাকাশ অভিযানে নারী আজ একশ ভাগ সফলতা অর্জন করেছে। সেবা ধর্মের আদর্শে মমতাময়ী জননীর ভূমিকার আমরা পেয়েছি আমাদের কন্যা সন্তানকে।

কিন্তু নারীর এই অগ্রগতি একদিনে আসেনি। সামাজিক বাধা, পুরুষতান্ত্রিক সমাজের অনুশাসন, সর্বোপরি আর্থিক বাধা- আদিকাল থেকে নারীকে আষ্টেপৃষ্ঠে বেঁধে রেখেছে। আদিতে নারী ছিল পণ্যের মতো। এখনও সমাজে অনেকের কাছে কন্যা তথা নারী ভোগের সামগ্রী ও সন্তান উৎপাদনের যন্ত্র ছাড়া আর কিছুই নয়। শ্বেতকেতুর হাত ধরে প্রথম বিবাহ প্রতিষ্ঠানে নারী ও শিশুর স্থিতিবস্থা প্রতিষ্ঠিত হল। সমাজ অগ্রগতির সঙ্গে সঙ্গে সভ্যতার বিশ্বাসে নারীর স্বাধীনতা প্রসারিত হল। কিন্তু এরও বাইরে এখনও সমাজে কন্যা সন্তানের বিশাল অংশ ব্রাত্য থেকে গেল। তাদের শিক্ষা নেই, পুষ্টি নেই, আর্থিক স্বাচ্ছন্দ্য ও সমাজ চেতনার অভাবে তারা দিশেহারা। বাবা মায়ের কাছে বোঝা, পণ প্রথার বলি, লিঙ্গ বৈষম্যের শিকার।

সবার আগে মনে রাখতে হবে তারা বোঝা নয়। তারা সম্পদ, ছেলেদের মতো আমরা যদি সমদৃষ্টিতে তাদের শিক্ষা ও স্বাস্থ্যের দিক থেকে উপযুক্ত করে গড়ে তুলি তাহলে তারাও সমাজে প্রতিষ্ঠিত হতে পারবে। তারাও পিতা মাতাকে দেখবে। ১৮ বছরের নীচে তাদের বিয়ে দেওয়ার কোন দরকারই হবে না। পণপ্রথার জন্য তাদের বলি হতে হবে না। বুঝতে হবে বিবাহ শুধু মেয়েদের জন্য নয় তা ছেলেমেয়ে উভয়ের প্রতিষ্ঠার জন্য একটি সামাজিক প্রতিষ্ঠান। এখানে উভয়ের ভূমিকাই জরুরী।

— Pratyay —

স্বাস্থ্যই সম্পদ। ভবিষ্যৎ জননী বর্তমানের শিশুকন্যার উপযুক্ত পুষ্টি ও স্বাস্থ্য চেতনার দ্বারা শিশু কন্যা হয়ে উঠবে উচ্ছল কিশোরী। দৈহিক ও মানসিক স্বাস্থ্যের পরিপূর্ণ বিকাশে সে একদিন হয়ে উঠবে যুবতী আর আগামী প্রজন্মের উপযুক্ত মা। মায়ের মানসিক ও দৈহিক স্বাস্থ্যের উপর নির্ভর করে সুসন্তান জন্মগ্রহণ করবে।

এই কাজে প্রথমে এগিয়ে আসতে হবে বাবা মাকে। যারা সর্বপ্রথম শিশু কন্যাকে পুত্র সন্তানের সমান মর্যাদায় বরণ করে নেবে। মা বাবাই শিশু কন্যাকে সম্পদ হিসাবে গড়ে ওঠার মানসিক সাহস যোগাবে। মহামহিম সরকারকে শিশু শ্রম আইন, পণপ্রথা বিরোধী আইন, শিশু ও নারীকল্যাণ মূলক কার্যক্রম যাতে যথাযথ ভাবে প্রয়োগ হয় তার ব্যবস্থা করতে হবে। গ্রাম পঞ্চায়েতের সুচিন্তিত ভাবনা ও কার্যক্রম শিশু কন্যাদের কল্যাণে বিশেষভাবে কাজে আসবে। সর্বোপরি অংপামর জনসাধারণের সদৃষ্টি ও প্রচেষ্টায় এই মহান কার্যক্রম সাফল্যলাভ করবে বলে আশা রাখি।

CCE, a long felt need & its burning issues

– Swapan Kumar Bhaduri

Pre-talk :

“Examination to be held in every month in the junior classes and every two months in the senior ones”. This is one of the recommendations of the great man of Bengal, Iswar Chandra Vidyasagar in his letter addressed to F. J. Mouat, Secretary, Council of Education in the year 1854. That letter argues, “The main object of an academic examination ought to be to supply a well regulated stimulus to proper exertion. This object is but very partially gained by making the examinations annual. Under this system the pupils release their labours after the close of the session and do not resume them in an earnest manner till the time of the examinations draw near”.

W.B. Board of Secondary Education has recently introduced Continuous Comprehensive Evaluation. There are eight tests and one Annual Examination in an academic session for classes V-IX. There is no denying of the fact that CCE has immensely involved students, teachers and guardians. It is, thus, expected that the arrangement for enhancement of quality education is done and we have to wait and see the desired result.

Facets of CCE :

Comprehensive Evaluation demands the overall development of a child both from the scholastic point of view and from the co-scholastic one. This overall development is required to be continuously evaluated. That's why it is continuous Comprehensive Evaluation.

A child comes to school to be programmed for scholastic and co-scholastic activities. She is initiated to the code mutually acceptable to a learning society. For the scholastic development the teacher lists the competencies in the unit of lessons and helps the child to acquire the competencies from different levels like listening, speaking, reading and writing. Each level has again some features which are absolutely necessary to be mastered for proper use. So developing the competencies includes the expansion of the knowledge of a child, the use of that knowledge to comprehend a given situation and above all, the power of applying the comprehension ability in the different situation. For this, competency is holistic and therefore the competency based teaching is not a piece meal approach. If everything goes in this way, it is desirable that a child will feel a change in her perception to learning. The

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fact is that a child manifests herself through the multiplicity of her intelligence. Some intelligence is in disproportionate growth to others. The overall development of a child cannot exclude the development of the inclination predominantly inherent in a child. Previously the so called non-scholastic activities were treated as extra-curricular activities. But the attitudinal change is marked in the replacement of the extra-curricular by co-curricular or co-scholastic. Education demands the simultaneous development of scholastic and co-scholastic activities. CCE is then concerned with the wider educational questions about the desirability, for children's personal development, of attention to rational and emotional domains or within the rational domain, to convergent and divergent thought.

Comprehensive evaluation is in itself, on the one hand, the evaluation of how far learners have achieved the competencies and on the other hand, evaluation of co-scholastic activities. So it is a precondition that to acquire the competency means to have mastery over a lesson and an evaluation is related to the achievement of the competencies. This explains why CCE does not need to be expanded as CCCE (Continuous Competency-based Comprehensive Evaluation), and why competency can not be projected as a new segment. If we want to push competency as a new element in CCE and turn CCE into CCCE it will lead us to find an answer to the question "Can then be an evaluation of a lesson ignoring the inherent competencies in it?"

Evaluation, Test, Examination

Traditionally the evaluation is held when the curricular activities in scholastic sphere are complete i.e. the syllabus through the course material is covered by adopting some meaningful method and approach. This evaluation is arranged to judge the learning status of a child. So a test or an examination becomes a necessary tool to measure the outcome of teaching-learning process. There is no difference between a test and an examination. However, it is the purpose that marks a watershed in the meaning of an evaluation.

Summative examination is designed to classify children into classes or divisions. Such examinations are mainly concerned with marks or Grades giving. Here a child is more worried about marks or Grades than about other vital things. Continuous evaluation, on the other hand, diagnoses a child and shows her strengths and weaknesses. This ensures the scope for development of a child. So a test or an examination whatever name it may be, can change its character either as a grade giving classification or as a pure form of assessment of a child's abilities, depending on the purpose for which it is made. In CCE the paradigm shifts from giving marks/

grades to assessing a child. Thus the purpose of unit test in CCE is very clear in its objective.

Now comes the question of how to assess a child in her co-scholastic area. It leads us to nowhere if we expect a child to be excellent in cultural, social and physical performances along with her studies. The assessment of co-scholastic activities does refer to the observation of a child's knack towards certain activities. No grade or mark can match this performance of a child.

Plight of CCE :

Right with the circular of W.B.Board of Secondary Education every school is busy in holding eight unit tests without knowing the philosophy of CCE since there is no workshop arranged at the grass root level from the Board's end. Supposing that teachers are well aware about CCE, the Board is waiting for the outcome of CCE. Here lies the problem. CCE is turned into holding unit tests in series. Teachers and students are in tight schedule of finishing syllabus and getting assessed on the basis of small blocks of content. Guardians too, are satisfied to think that something will turn up as their wards are under constant pressure of preparing their lessons and teachers are paying more attention to holding examinations one after another. The whole academic area is buzzing with new excitement in one form or another. We see a certain fundamental change in the school time-table too. So long all the periods in a school time-table are for teaching students. Now for the first time there is a period allotted for Peer Learning. This has brought a new dimension in the school time-table. There is no dearth of arrangement for teaching and for remedial work. So the set has been made and the ball is thrown to move.

By this time 8 unit tests have been held and answer scripts have been assessed. It is time to review how and in what situation the unit tests are held and assessment is made. In most of the schools unit tests are held in serious manner. Students have to take their seats as arranged by their teachers. In one day there are four tests on four subjects with the gap of five minutes between each subject. All these tests appear to be an epitome of Half-yearly and Annual examinations. When the dates of the unit test are given on the notice board, students are so surcharged with examination seriousness that they stop going to school for the sake of preparation of the lessons for unit tests. As a result of this the objective of the test is to some extent frustrated and the working hour for teaching-learning activity is lost.

There is a lot of theorization of CCE but there is no mention of what to do with

the co-scholastic activities. Actually there is no consideration about them and they are still treated as unnecessary for the development of a child.

The most disappointing things are the Quiz like questions mostly set in the unit tests and the misuse of Peer Learning period. In fact Peer Learning is a new perception in pedagogy as it implies a different pattern of class room activity and challenges the prevailing set-up of class room transaction. It is taken very casually in most schools. The learning gaps of students are not repaired through group discussion. The gaps remain and widen in every turn of learning.

Theory Vs Implementation :

Nothing is so potential to bring in qualitative change in the education of our children as CCE is. The thorough acquaintance with the test material, the piling up of information, the rising up of the level of understanding, and the acquiring of the ability to use understanding in a new situation are no doubt the constituents in the quality of education. However, the results of different unit tests which pour in, are not encouraging. Students are more involved in the labyrinth of scoring marks. The assessment becomes a cosmetic term for the ready reference of CCE. It is the implementation strategy that belies the philosophy of CCE in Secondary Education as much as in Primary Education too where CCE was long since introduced.

Issues :

On the whole CCE is a meaningful effort in secondary schools. What is urgent is the more improved and reassuring implementation strategy. For this, the following issues may be investigated.

(i) There is a cry for 4 unit tests in place of 8. But fewer the number of unit tests, the greater is the probability for making selective study. Fewer number of tests are not sufficient enough to cover all the course content within a block.

(ii) Any test without marks carries no weight to students, teachers and guardians. Unfortunately scores are the customary way of reporting performance of a learner. Naturally marks are given in unit tests.

So the purpose of unit tests is being frustrated. Instead of being concerned about their learning gaps, students are interested about the marks they have scored.

Hence, to minimize the craze for marks and to highlight the assessment there is a need for compromise between marks and assessment. Some unit tests should be awarded with marks and some should not. Students should be kept in the dark

about which unit tests are given to be awarded with marks. This demands omission of marks on all the question papers. However, the teachers concerned will know the weightage of marks against each question.

(iii) As there is mostly no mention of achievements and learning gaps of a student in his performance in the test, the objective of the formative evaluation of the teaching-learning process is not fulfilled. It should be mandatory to show the strengths and weaknesses of a student on the answer script.

(iv) On the whole questions are quiz type. A sample question of unit tests may be designed to familiarize teachers and students with right kind of question.

(v) The time-gap between the 8th unit test & the Annual Examination, is too short for the revision work of the whole course book. Can't we shorten the syllabus for Annual Examination ?

Tail piece :

Students are filtered in the name of CCE and ultimately they are traumatized. "This is too much of exams," observes a student of a school. His piquant comment is "Exams without fear, Exams without scoring can save us". This sums up the truth and nullifies the competition as demanded by examination system to ascertain the hierarchy of intellect. There should be a wide coverage of the constituents that build up a future citizen and CCE should be oriented to that goal by operationlizing right kind of implementation strategy. We have to see that the baby must not be thrown with bath water.

SCERT (WB)
NEWSLETTER

REPORT OF NPEP, SSA & OTHER ACTIVITIES
of
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (WB)
In January – March, 2007
&
April, 2007 – March, 2008

“State Council of Educational Research & Training (WB)” is a service provider to the School Education Department, GoWB for policy formulations in regard to the various aspects of school education. Keeping this pro-active vision in paradigm, SCERT (WB) has taken up the projects arrayed below since January, 2007 in this context are listed below:

1. National Population Education Project Activities

The National Population Education Project being funded by the United Nations Fund for Population Activities (UNFPA) began in West Bengal in early 1984 through the NCERT. The Project is now being implemented as an educational Project for Human Resource Development.

The major thrust areas of the Project in its reconceptualised form are:

- a) Population and sustainable development
- b) Gender equality and empowerment of women
- c) Adolescence Education
- d) Family, socio- cultural factors and quality of life
- e) Health, Nutrition and Education : Key determinants of population change
- f) Population, urbanization and migration.

SCERT (WB) is the state level nodal agency for the implementation of this project. The project aims at inculcating values and developing different life skills in students so that they become responsible citizens of tomorrow. These objectives are to be achieved through organization of various co-curricular activities in schools of the state.

Since January, 2007 many activities have been taken up at SCERT (WB) which may be enumerated as follows:

A. Meeting of the State-Core Committee

A seven –member State-Core Committee with Principal Secretary, School

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Education Department, GoWB as Chairperson was set up by School Education Department, Govt. of West Bengal for the 11th Plan Period, to monitor the implementation of NPEP activities by SCERT(WB) & Adolescence Education Programme by West Bengal Board of Secondary Education in the state. The members of the committee are as follows:-

1. The Principal Secretary, School Education Department, GoWB- Chairperson,
2. The State Project Director, Paschim Banga Sarva Shiksha Mission
3. The Director, SCERT (WB),
4. The President, West Bengal Board of Secondary Education,
5. The Secretary, West Bengal Board of Secondary Education,
6. The State Project Director, West Bengal State Aids Prevention & Control Society,
7. The Project Officer, UNICEF

The State-Core Committee met on 18.09.2007 to approve the Plan of Action & Budget estimates to be undertaken by SCERT (WB) & WBBSE for 2007-2008. In this meeting the State Core Committee approved the revised Plan of Action & Budget estimates to be undertaken by SCERT (WB) & WBBSE for 2007-2008 and forwarded the same to NCERT on 27.09.2007. The NCERT approved the plan vide letter F.Nos. 7-34/2007/DESSH/PEP/2525 dated 12.12.2007 & 5-3/2007/DESSH/PEP dated 02.01.2008.

B. Development of Training Materials

The NCERT draft manual on Population Education for teachers based on the six themes of Population Education has been adapted to make it relevant for the state of West Bengal and has been translated in Bengali. The manual will be published soon.

C. Development, printing and circulation of Publicity Materials for observing Population Education Awareness Programme, 2006.

In an effort to disseminate the concepts of Population Education through cocurricular activities with special emphasis on the themes of the project, SCERT (WB) celebrated Population Week from 11-17 July 2005 in all the secondary schools and Madrasahs of West Bengal. This programme was carried out in collaboration with West Bengal Board of Secondary Education and West Bengal Board of Madrasah Education. For this purpose, booklets in Bengali and English were published by SCERT (WB) and distributed in all the educational institutions through the offices of District Inspectors of Schools (Secondary). The Director of School Education, Govt. of West

Bengal, issued necessary circulars to the DIs. A feedback form provided in the booklet was useful and indicated that many schools organized activities accordingly.

This year the duration of holding the activities in schools has been extended to three months, i.e. from 1st November 2006 to 31st January 2007. SCERT (WB) has published a booklet containing some guidelines including topics for different activities like debate, essay writing, poster drawing, group discussion, etc. based on the six themes of Population Education.

These have been forwarded to all the DIs (secondary) of the state so that all secondary schools and Madrasahs may observe "Population Education Awareness Programme – 2006" during the above mentioned period.

D. Documentation of activities.

The activities under "Population Education Awareness Programme-2006" were, as per the approved Plan of Action, recorded and documented specifically in 62 selected schools and Madrasahs of two districts, namely Nadia and Malda.

As a prelude to this, consultations were held at the DIETs of these two districts with Heads of Institutions and Resource persons. To make the programme successful, the recognized teachers' organizations of the state were also involved.

E. Publication of Journal :-

SCERT (WB) has initiated publication of a journal on Population Education under its NPEP activities. The journal, named 'Pratyay' would contain erudite write-ups (in English and Bengali) on different aspects of Population Education by eminent persons in the respective fields. The first issue was released on 4th October 2005 by Sri Kanti Biswas, the then Hon'ble MIC, School Education & Madrasah. The second issue was published in March 2006. The third issue has been published in January, 2007. The journal is being circulated in all SCERTs in the country as well as in all state level organizations and DIETs in West Bengal. The NPEP Newsletter of SCERT (WB) forms a part of the journal.

F. Annual Planning Meeting:-

The Annual Planning Meeting under NPEP was organised at NCERT, New Delhi from 10th – 13th March, 2008. The meeting was attended by Director, SCERT (WB) and the Project Coordinator of NPEP at SCERT (WB).

In this meeting the progress of NPEP during 2007-08 was discussed and the Plan of Action (POA) for 2008-09 of NPEP activities were discussed and presented. The POA with budget estimate for 2008-09 was submitted to NCERT.

2. SSA activities

A. Development of Supplementary Text Materials in Environmental Science for tribal (Santhali) students of grade-III and to study their significance on school achievement: -

A draft supplementary text material has been developed at SCERT (WB) based on the Science text book for class III prepared by WBBPE. A series of consultations were held in the districts of Purulia, Birbhum and Bankura with teachers of 25 primary schools with high ST enrolment in each district. The draft supplementary text material containing the Bengali and its Santhali versions, the problems faced by Santhali children studying in Bengali medium schools, and the solutions thereof were discussed in these consultations. All the teachers were requested to fill in a questionnaire, to conduct an achievement test on students of class-III and to collect marks obtained by individual students of class- III in the last terminal assessment. The process is in progress and the data is being collected from the districts. A workshop with resource persons from the districts was organised to finalize the draft supplementary material. The supplementary material will be published in April, 2008. SCERT (WB) will submit a report to the Department in April'08.

B. Design and development of hands-on activity-based science teaching materials and publication of manual for Upper primary classes: -

This SSA project is an action research programme of SCERT & DIETs. Through this project an attempt has been made to supplement the present curriculum practice in transaction of science in all Secondary schools, Madrasahs and MSKs in West Bengal. After district level consultations on the draft manual in seven DIETs, the manual “**Kajer Majhe Bigyan**” has been finalized and published. The DPOs have been provided with soft copies of the manual and would print necessary number of copies for dissemination in all the Secondary schools, Madrasahs and MSKs at the district level.

The manual “**Kajer Majhe Bigyan**” contains a feedback form, which would be filled in by the concerned schoolteacher and mailed directly to SCERT (WB). The DIETS will collect the completed worksheet from the DI offices and document and tabulate the necessary portions at their end to prepare a district level report for submission at SCERT (WB). The data so obtained will be compiled, processed and analyzed for further research on curriculum development at SCERT and to enable the Boards and Councils to formulate appropriate action in designing textbooks and activity materials for students at the upper primary level.

The District level orientation and follow up activities have been started in Bankura

& Jalpaiguri under the respective DIETs on 28th-29th February and 29th – 1st March 2008 respectively and in Purba Medinipur under the DPO, PBSSM on 18.03.2008. The SIs, Teachers and CRCs attended the programme at Purba Medinipur. Faculty from SCERT (WB) Participated in these Programmes. The DIET, Malda had also organised similar Programme.

A State Level Consultation on promoting activity based Science teaching for Upper Primary Classes was held at SCERT on 07.03.2008. The Director, SCERT (WB), the State Project Director, PBSSM, all the DPOs or their representatives, the District Level WBBSE Members or their nominees and the Principals of DIETs or their nominees attended the meeting.

C. Activity based Mathematics Teaching in the classrooms at Primary and Upper-Primary levels: -

This SSA Project is also an action research programme of SCERT and DIETs. The manual “**Kajer Madhyame Ganit**” which was developed in consultation with representatives from Boards & DIETs has been tried out in 30 primary and upper primary schools in three districts. The suggestions and feedback obtained from these trials were scrutinized and incorporated in the final version of the manual. The DPOs will be provided with soft copies of the manual for them to organise teacher training and the DIETs will organise consultation with resource teachers who will be identified from one lead school in each block for further development of the manual. The manual has been published and is ready for field level dissemination.

D. Inclusive Education Initiatives: -

The draft manual prepared by SCERT (WB) has been provided to PBSSM for finalization and subsequent dissemination in December, 2007 and the State Project Office, PBSSM vide its memo no. 67 (20)/IED/PBSSM dated 26.12.07 has instructed all the District / Council Project Offices of PBSSM to use the manual in the districts. The Research Fellow (Grade-II) in Botany attended the Regional Consultation on Inclusive Education organised by NCERT to develop teacher training guidelines to include component of Inclusive Education in teacher training programmes at the Pre & In –Service levels.

3. Impact Assessment of MDM Scheme: -

According to the research design developed at SCERT (WB), the six DIETs of Jalpaiguri, Malda, Uttar Dinajpur, Bankura, South 24 Parganas and Murshidabad have completed the field level activities and five districts have submitted data in digital format in the customized software for data entry with respective district reports. Meanwhile SCERT (WB) has revised the first phase MDM questionnaire after obtaining the requisite inputs from the concerned DIETs.

The finalized survey questionnaire was handed over to the Purulia, Nadia, and Paschim Medinipur & Hooghly DIETs for carrying out the survey in the Second phase on 04.01.08. Besides, a format for data entry was also given to the respective functionaries.

Meanwhile, SCERT has initiated an appropriate exercise to prepare the State Level Report and submitted an interim report to the School Education Department, GoWB on 10.03.08. The final State Level Report will soon be submitted to the Department.

4. Initiatives under Educational Technology by SCERT (WB)

SCERT (WB) has initiated a process of setting up of high-end, state-of-the-art Educational Technology Laboratories at SCERT (WB) in collaboration with CDAC, Kolkata. These laboratories will serve as a resource center for the entire state. The laboratories will provide the teachers and teacher educators to work on identifying suitable content areas in Science, Mathematics, Language and Social Science in the Upper primary level, on which Computer Aided Learning (CAL) materials can be developed. The facility will further be utilized to develop the CAL materials by the teachers and thereby realize the philosophy of making the teachers "active producers" of CAL resources. Presently a proposal for developing CDs on Physical Science of class VII of WBBSE syllabus has been approved by the PBSSM. The Hon'ble MIC, School Education, Govt. of West Bengal inaugurated the laboratories on 18th December 2007.

A three day workshop was organised at SCERT (WB) in collaboration with CDAC and West Bengal Board of Secondary Education on 18-20th December 2007 for development of CDs in the said subject.

A three day workshop was organised at SCERT (WB) in collaboration with CDAC and West Bengal Board of Secondary Education on 26th -28th February, 2008 for development of Computer Aided Learning (CAL) materials in Mathematics in selected four topics for the upper primary level.

The consultations organised at SCERT led to development of a framework for design of Computer Aided Learning (CAL) materials in the Educational Technology Laboratories of SCERT (WB). This framework will enable SCERT to conduct appropriate teacher education programmes in future. Prof. P.K.Bhattacharya, Rtd. Professor, NCERT, Dr. A.B. Saha, Executive Director, C-DAC, Kolkata, Research Fellows of SCERT, Technical Staff of C-DAC, Kolkata and other participants were actively involved in design of such framework and development of some CDs.

Another three day workshop was organised at SCERT (WB) in collaboration with CDAC and West Bengal Board of Secondary Education on 3rd -5th March, 2008 for development of Computer Aided Learning (CAL) materials in English in selected two topics for the upper primary level.

The Research Fellows (Grade-II) in Physics and Mathematics have attended in the National Seminar on "Convergence of Knowledge Management and Quality Assurance in e-SLM" on 13.03.08 and participated in the two day National Workshop on "Content Design and Development of e-SLM" on 14th -15th March, 2008 organised by the Directorate of Distance Education, Jadavpore University.

5. School Cluster Organization: A Project of Education (SCOPE): -

The project is the brainchild of the Directorate of School Education, GoWB. SCERT (WB) has been entrusted to conduct a base line study and finally evaluate the project. SCERT (WB) has designed all the details of the study and has selected 18 primary and 6 secondary schools through random sampling method from six clusters of three districts, namely, Nadia, Murshidabad and Birbhum. After data analysis of the Pre and Post-intervention tests, SCERT (WB) will submit a report to the DSE, GoWB. SCERT (WB) has been entrusted the assignment of external evaluation of the project titled "SCOPE" for which a team comprising of – i) Director SCERT (WB), (ii) Principal, DIET Nadia, iii) staff of SCERT (WB) visited 23 schools of the clusters of Bethua (I), and Patikabari of Nadia District on 11th to 12th January 2008.

On 22.02.2008, the Principals, Senior Lecturers of DIETs, representatives of DI/S (PE) of Nadia and Birbhum and DDSE (Grant-in Aid) participated in the workshop for designing of items for Post-Intervention of SCOPE at SCERT (WB). The Director, SCERT (WB) provided valuable guidance needed in the process.

6. The study of reasons for large decline in enrolment between classes I and II:-

This study will be conducted by MHRD, GOI in the states of Assam, Bihar, Mizoram and West Bengal. The School Education Department, GoWB has nominated the Director, SCERT (WB) to act as the State Coordinator for the study. The Academic Sub-committee in its 5th meeting has approved the proposal of the study. SCERT (WB) with DIETs of Jalpaiguri and South 24 Parganas has undertaken the study. From 14th-16th Nov'07 a consultation training programme had been arranged at SCERT in collaboration EdCIL for discussing the Plan of Action and Tools of the study with the investigators from the districts of Jalpaiguri and South 24 Parganas. Two meetings with the District Coordinators and Field Investigators of the two districts were organised and attended by the Associate Coordinators.

7. Achievement Survey in the classes III & VIII: -

The NCERT has proposed the study for the Mid term Achievement survey for both the classes of III & VIII and the study for these classes are to be completed within a year's time.

8. National Curriculum Framework. 2005:-

A Core Group was formed by the School Education Department, GoWB as per the direction of NCERT to SCERT (WB). From 5.09.2006 to 28.03.2007 the Core Group with fifty-seven experts worked in a total of twenty-two Subject and Editorial groups. These groups examined the syllabi and reviewed the textbooks on different subjects and translated the NCF'05 in Bengali to put it in use as and when found convenient. The School Education Department, GoWB entrusted SCERT (WB) with the responsibility to complete the recommendations of the state Boards/Councils in the context of NCF'05. The compilation was submitted to the Department as scheduled. The School Education Department, GoWB has sent its report to the NCERT on 23rd November 2007.

9. A. Orientation of Teacher Educators of SCERT, CTEs, IASE and DIETs on National Curriculum Framework (NCF)-2005 by using EDUSAT network.

A one-day duration video conferencing (two-way video and two-way audio) programme was held at SCERT (WB), conducted by the Curriculum Group, NCERT, New Delhi through a 12 day-cycle using the Satellite Interactive Terminal (SIT) of EDUSAT installed at SCERT (WB).

The video conferencing programme ran from 18th January to 9th February 2007 to sensitise the teacher educators of SCERT, CTEs, IASE and DIETs on the critical areas and related issues reflected in the National Curriculum Framework, 2005 like Curricular Areas, National concerns, Systemic Reforms, etc. Each cycle of training involved different set of participants. A total of 149 teacher-educators from West Bengal participated in the programme.

Another one-day orientation programme was organised in a five-day cycle on 4th, 5th, 7th, 8th, 10th March 2008 to sensitise the teacher educators of SCERT, CTEs, IASE and DIETs on the critical areas and related issues reflected in the National Curriculum Framework, 2005. A total of 78 teacher-educators from different institutes of West Bengal participated in the programme.

B. Orientation of School Teachers on Gender Issues in Education with reference to National Curriculum Framework (NCF)-2005 by using EDUSAT network.

A one-day video conferencing (two-way video and two-way audio) programme was held at SCERT (WB), conducted by the Department of Women Studies, NCERT, New Delhi using the Satellite Interactive Terminal (SIT) of EDUSAT installed at SCERT (WB).

The video conferencing programme on 30.01.2008 to sensitize the teachers of Govt., Govt. Sponsored & Govt. Aided schools from Kolkata & South 24 Parganas on the Gender issues reflected in the National Curriculum Framework, 2005. A total of 26 teachers from the above mentioned two districts of West Bengal participated in the programme.

C. Orientation Programme of Key Functionaries on Vocational Education and Training by using EDUSAT network.

PSS Central Institute of Vocational Education in collaboration with SCERT (WB) organised a one-day orientation programme of Key functionaries on Vocational Education and Training by through EDUSAT network on 20.02.2008. Seven participants nominated by the West Bengal State Council of Vocational Education & Training (WBSCVE&T) attended the programme.

D. Orientation Programme of Key Functionaries on “Strengthening Guidance and Counseling: Video- Conferencing with State Level Key Personnel” by using EDUSAT network.

A three day orientation programme titled “Strengthening Guidance and Counseling: Video- Conferencing with State Level Key Personnel” was conducted by the Department of Educational Psychology and Foundations of Education, NCERT in collaboration with SCERT (WB) on 25th -27th March, 2008, one of the 21 centers through out India. A total of ten participants nominated by WBBSE, Teacher Educators and trained Counselors from Jadavpore University attended the programme.

E. Interactive Portal of SCERT (WB):-

A forum for sharing of experience among the teachers and other stakeholders in the cyberspace has been created in the Portal of SCERT, which is available at www.scertwestbengal.org. All publications of SCERT may be downloaded from this website.

10. Preparation of Annual Plan of Teacher Education in West Bengal, 2008-09:-

Like previous years, this year also, the Department of School Education, GoWB entrusted the SCERT (WB) to prepare the Annual Plan of Teacher Education in West Bengal, 2008-09 vide letter no. 101(2) – SE (P) dated 28.01.2008. The Director, SCERT (WB) presented the plan in TEAB on 13.03.2008 at GOI on behalf of GoWB.

11. Preparation of Computer Education Plan under ICT@ Schools Scheme for 2008-09: -

Like 2007-08, this year also, the Department of School Education, GoWB entrusted the SCERT (WB) to prepare the Computer Education Plan under ICT@ Schools Scheme for 2008-09 as resolved in the Third Meeting of the Reconstituted Governing Body of SCERT (WB) on 08.11.2007 at SCERT.

12. Meetings of the Reconstituted Governing Body of SCERT (WB): -

The Second and Third Meetings of the Reconstituted Governing Body of SCERT (WB) were held on 23.02.07 and 08.11.2007 respectively. The Principal Secretary, Department of School Education, GoWB is the Chairperson of the Governing Body. The meetings discussed Academic and Administrative issues of SCERT and were attended by key educational functionaries of the state.

**COMMENTS
ON
PRATYAY**

Lorato Day School Sealdah

122, Acharya Jagadish Chandra Bose Road

KOLKATA - 700 014

2nd April 2007

Dr. Rathindranath De,
Director,
S. C. E. R. T., (W.B)
25/3, Ballygunge Circular Road
Kolkata - 700 019

My Dear Dr. De,

Many thanks for you latest edition on Population Education 'Pratyay' which, as usual, I read with great interest.

You mention that there will be a draft manual on Population Education adapted to make it relevant for West Bengal. I do hope we will have access to this manual when it is ready.

I am enclosing a copy of our Human Rights text book in the use of which we have already trained teachers from about 50 Govt. Schols.

Thanking you and with warmest regards and prayers,

Yours in JC.



S. M. Cyril
Principal

Pratyay

Chairman : 2241-4679

Office : 2241-2920

Members : 2241-1922

The West Bengal College Service Commission

6, Bhawani Dutta Lane (4th FLOOR)

KOLKATA - 700 073

Ref. _____

Dated : 3rd April, 2007

Dear Sir,

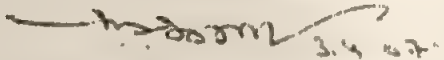
It is my pleasure to read the contents of "**Pratyay**", Volume-II No. 1 for 2006-07. The contents of the Journal is very sensitive in view of the present socio-academic scenario.

I think inclusion of ideas and thoughts in regard to the **Adult Education** and **Primary Education** will helpful for the development of the society.

Hoping for its bright future.

With regards,

Yours faithfully



(Dr. Himansusekhar Ghosh)

Chairman

Dr. Rathindranath De,

Director,

State Council of Educational Research & Training (W.B)

25/3, Ballygunge Circular Road

Kolkata - 700 019

— *Pratyay* —

To
Dr. Rathindranath De,
Director,
S. C. E. R. T. (W.B)
25/3, Ballygunge Circular Road
Kolkata - 700 019

From
Dr. Mili Das
Reader
IEW ; Hastings House
Alipore : Kol-700 027

Dear Dr. De,

Date : 02.04.2007

Thanks a lot for sending me a copy of the journal 'PRATYAY' Volume-2, No-1 of January, 2007, Issued by SCERT. I have been really enriched by going through the journal. Especially the topics chosen for discussion are very relevant issues, which are necessities to be highlighted for stirring the common people's mind. Also the information through newsletter section are specific about the functions of SCERT in West Bengal & which is appreciable.

Also I wish the success of accessing ICT in educational development of schools through SCERT in West Bengal.

Thanking You

Best Regards

Mili Das

Pratyay

STATE INSTITUTE OF EDUCATION

DEPARTMENT OF EDUCATION

GOVERNMENT OF SIKKIM

GANGTOK - 737103

SIKKIM

Ref. No. : SIE/HRDD/063/239/07

Dated : 07/04/07

To

Sri Rathindranath De
Director, SCERT (WB)
25/3 Ballygunge Circular Road,
Kolkata - 700019

Subject : Population Education Project, News Bulletin.

Sir,

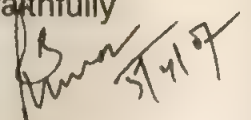
This is to acknowledge the receipt of the journal on Population Education "Pratyay" Volume - II, No.-1 for 2006-2007. Thank you for the same.

Please find enclosed the comments on Pratyay.

Looking forward to future publication as well.

Thanking You,

Yours faithfully



(R.B. Kumar)

Joint Director (SCERT)

Encl. as stated above

Pratyay

COMMENTS ON 'PRATYAY'

(From SIE, Sikkim)

'Pratyay' Published by SCERT (W.B) for the National Population Education Project of NCERT is a good platform for expression of thought and opinion. We have received the copy of Pratyay for the first time. On going through the journal, it seems to be an excellent effort on presenting issues, which are very crucial today. We hope that we will keep receiving a copy of 'Pratyay', in future as well; so that we can be well informed on the issues the journal usually takes up to write on.

The particular section on "Young minds speak - A study on attitudes of schools children on gender inequality and violence against women" by Sukanya Gupta is well taken up. The finding of the survey shows that about 80% of students stand for equal treatment of boys and girls. This attitudinal change is a good sign. The recommendation suggested are also highly appreciable.

However, in the light of the topic, in the state of Sikkim the issue is not applicable. Women are given equal status, and the birth of a girl child is equally celebrating as that of a boy child but 90% of the schools in Sikkim are co-educational schools and in some classes girls outnumber the boys. In govt. services women work force is also relatively high. Violence against women is unheard of in Sikkim or a rare case. Ours is a society where boys, girls, men, women are given equal status and live in harmony.

There is no conspicuous son- preference - Syndrome in Sikkim.

सेकेन्ड्री, प्राथमिक एवं वयस्क शिक्षा विभाग
राज्य शिक्षा शोध एवं प्रशिक्षण परिषद,
बिहार, महेन्द्र, पटना-800006

पत्रांक : 85

पटना, दिनांक : 9/4/2007

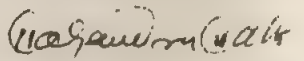
From: Mr. Nagendra Nath
Director,
State Council of Educational Research & Training
Mahendru,
Patna - 800006
(BIHAR)

Dear Dr. De,

This is to acknowledge with thanks, the receipt of a copy of the third issue of "Pratyay" published recently. We have gone through the articles and a report highlighting the activities of SCERT (WB) during 2006-2007 under your leadership. The subject matter and contents in the articles written by Ms. P. Chandrika Rani and Sukanya Gupta are informative. It is on the burning problems of our present society, lastly, we do appreciate enormously your views and guiding ideas expressed in the Editorial of "Pratyay".

With our warm regards.

To,
Dr. Rathindra Nath De
Director,
SCERT, West Bengal
25/3, Ballygunje Circular Road
Kolkata - 700019

Yours sincerely

(Nagendra Nath) 9.4.2007
Director
SCERT, Mahendru, Patna-6

— Pratyay —

KALNA COLLEGE

P.O. KALNA, DIST.- BURDWAN, WEST BENGAL, 713409

DIAL : (03454) 255032

Ref. No. 2007/April/19

Date : 11-04-2007

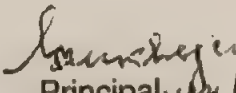
Dr. Rathindranath De,
Director,
S. C. E. R. T. (W.B)
25/3, Ballygunge Circular Road
Kolkata - 700 019

Sir,

Gratefully I acknowledge the receipt of your letter No. 464/24/PEP dated 29/03/2007 along with Vol-II, (January-2007) No.-1 issue of S.C.E.R.T.'s Journal titled 'Pratyay'. Similarly I will be very much happy if you send us such copies of journal rich in educational ideas and thoughts in future.

The journal would indeed be a valuable addition to our library collection.

Thanking You,


Principal, 11/04/07

Kalna College

Pratyay

DIRECTORATE OF SCHOOL EDUCATION

S. C. E. R. T. WING. : MIZORAM : AIZAWL

No.D.29012/2/2000-SCERT/PEP/26

Dated Aizawl, the 11th April 2007

To
The Director,
SCERT, West Bengal,
25/3, Ballygunge Circular Road,
Kolkata - 700019

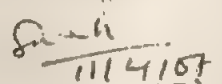
Sub : Acknowledgement

Ref : Letter No. 458/30/PEP of 26.3.2007

Sir,

I have the honour to acknowledge receipt of your journal 'Pratyay' which would be a valuable information to SCERT, Mizoram.

Yours faithfully,



(SANGTHANMAUII)

Joint Director
State Council of Educational
Research & Training
Mizoram : Aizawal

Pratyay

Darjeeling Gorkha Hill Council
KALIMPONG GOVT. PRIMARY TEACHERS' TRAINING INSTITUTE
Ringkingpong Road, P.O. Kalimpong, Dist. Darjeeling
Phone No. (03552) 255653 Fax : (03552) 256 389

Memo No. 31 / PTTI/Kpg-07


Dated : 12/04/07

To

Sri Rathindranath De
Director
SCERT, West Bengal

I, am happy to receive your Journal 'PRATYAY' volume II, No. I published by the SCERT, West Bengal and I have found that the Journal is informative one.

I hope we shall receive the other volume also in future.



M. Bhujel
Principal

KALIMPONG GOVT. PRIMARY TEACHERS'
TRAINING INSTITUTE
DARJEELING (DGHC) '

Pratyay—

**Directorate of Teacher Education, Research and Training,
Chennai - 600 006.**

From
Dr. P. Perumalsamy, M.Sc., M.Ed., Ph.D.,
Director,
Directorate of Teacher Education,
Research and Training,
Chennai-600 006.

To
The Director,
State Council of Educational
Research & Training,
25/3, B.C. Road,
Kolkata - 700019.
West Bengal.

Rc. No. 3900 / D2 / 2006, dated 13.04.2007

Sir,

Sub : DTERT, Chennai - 6- SCERT Journal on Population
Education - Pratyay - Suggestions Sent - Regarding.

Ref : Letter No. 459/30/PEP, dated 27.03.2007 from the
Director, SCERT, West Bengal.

... ..

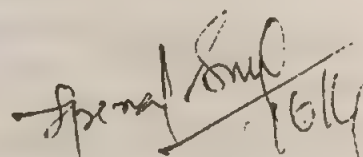
I am very glad to receive a copy of the second volume Pratyay, the SCERT Journal on Population Education published by SCERT, West Bengal in the month of January 2007. The Journal has published the articles viz.

1. Sound Pollution
2. Sustainable Development
3. Vocational Rehabilitation
4. Attitude of Adolescents towards Domestic Violence
and Gender Issues

The Journal focuses the major thrust areas of the project and provides detailed information on the issues of the Population Education. The quality of the journal is very good and the contents are presented very systematically. The Journal reflects the scenario of the contemporary society and the issues related to Population Education. The readers get ample opportunity to keep themselves abreast of the concepts of Population Education.

I like to suggest the following suggestions for the improvement of the Journal to enable the readers to have the holistic picture of Population Education.

- National level research papers on Population Education and Development Issues may be invited from all SCERTs and selected papers may be published in the Journal,
- Various posters and paintings depicting Population Education and Development Issues may be invited from the students of Pre-service Teacher Education of DIETs in West Bengal. The best creative work of the students may be published in the Journal,
- Research Studies like Case Studies and Action Researches undertaken by the Universities and Colleges of Teacher Education in West Bengal and the important research findings may be published in the Journal.


DIRECTOR

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

(Affiliated to the University of Kalyani)

P.O. - SHIMURALI, DIST.- NADIA, WEST BENGAL, PIN-741248

Phone : (03473) 225-035

From :
Smt., Sarmila Das,
Teacher-In-Charge/Secretary

Ref No. : SSCE/09/2007-08

Date : 17.04.2007

To
Dr. Rathindranath De,
Director,
State Council of Educational Research & Training,
West Bengal

Sir,

We thankfully acknowledge the receipt of under noted issues for our library :


'Pratyay' – Vol. I, No. 1 & 2, Year-2005-2006

'Pratyay' – Vol. II, No. 1, Year – 2007

Kindly enrol our name as bonafide subscriber, whether you publish the Journal regularly.

Thanking You,

Yours faithfully,

 16/4/07

(Sarmila Das)

Teacher-in-Charge

Behala Bodhayan

(An Association of parents of the persons with mental retardation, autism, cerebral palsy & multiple disabilities)

Socy.Regn. No. S/IL/5204 of 2001, P.D.Act Regn.No.36-Com(2003-04)
& National Trust Regn. No.2536/MR/2004

Special School * Vocational Training * Respite Care * Home based Training .

* Residential Care Centre & DLRO of Sarva Siksha Abhiyan, Kolkata.

48/3, Sarsuna Main Road. Kolkata - 700 061. Phone: (033) 2493 - 3647

E-mail: behalabodhayan@yahoo.co.in. Website:www.behalabodhayan.org

Advisory Board

Prof. Ranju Gopal Mukhopadhyay
Ex-Vice Chancellor,
North Bengal University
Shri Dipak Rudra IAS(Ret'd) .
Dr. B.P.Syam Roy IAS
Sri D.K.Chakraborty IAS(Ret'd)
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Psychiatry, (NIMHANS)
Dr. Shovan Kundu MBBS
Dr. Debojyoti Roy MBBS
Dr. Amitabha Roy MBBS
Shri Dipak kumar Datta Gupta
M.Com.,LL.B. Advocate
Shri Sridhar Majumder FCA,
Chartered Accountant

Executive Committee

Shri Sasanka Sekhar Ghosh President
Shri Animesh Das Vice President
Smt. Srayasi Bose General Secretary
Shri Gautam Ghosh Asst. Secretary
Shri. Salil Kumar Biswas Treasurer

Ref. No. BB/ 3/2007-08

Dated: 30th April, 2007

To
Shri Rathindranath De
Director
State Council of Educational Research
& Training, West Bengal
25/3, Ballygunge Circular Road
Kolkata - 700 019.

Sub: SCERT Journal on Population Education

Sir,

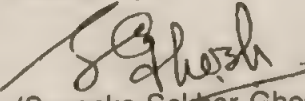
Please refer to your letter No.460/30/PEP dated 27th March, 2007.

We are in receipt of your Journal on Population Education "PRATYAY" volume-II, No.1 for 2006-07. The Journal is both informative and thought - provoking.

We shall be glad to be in your mailing list for future issues of the Journal.

Thanking you

Yours truly,


(Sasanka Sekhar Ghosh)
President
Behala Bodhayan

Pratyay

Government of West Bengal
Office of the Principal, Govt. College of Education,
Burdwan, Kazirhat, P.O.-Lakurdi, Dist.- Burdwan

Telephone No. 0342-2656853

Memo. No. 99

Dated, Burdwan, the 18th May, 2007

From : The Officer-in-Charge, Govt. College of Education,
Burdwan

To : The Director
S.C.E.R.T., West Bengal
25/3, B.C.Road, Kolkata-700019

Sir.

Thank you very much for your kind presentation of a journal 'Pratyay' rich in content and agreeable in form. The learning materials presented in 'Pratyay' are of immense value both to the teacher-educator and trainees.

Thanking you

Yours faithfully,

 18/5/07

Officer-in-charge,
Govt. college of Education
Burdwan

CENTRE FOR ECOLOGICAL ENGINEERING

Arunayan Sharma

Director

To

Dr. Rathindranath De.

Director

State Council of Educational Research & Training,

25/3, Ballygunge Circular Road,

Kolkata 700 019,

West Bengal.

Date : 15th October 2007.

Subject : Acknowledgement of copies of 'Pratyay'.

Dear Sir.

This is reference to your letter dated 12.09.2007 (Ref. No: 907/SCERT), I acknowledge receiving of copies of 'Pratyay' (Vol:1 No: 1 & 2, 2006 and Vol:2, No: 1,2007). I gone through every copy and articles carefully and found it is an excellent journal for educational research and training. Each article is well informative and useful. You are aware of that a large portion of Malda's land under continuous threat of flood & river bank erosion. In the process a large number of settlements including buildings and few schools are also eroded owing to the phenomenon of river bank erosion. Our organisation, the entre for Ecological Engineering along with environmental research is also doing educational level of children's of landless flood affected refugee of the district and looking cooperation from your organisation and similar minded organisations involved in educational research. Please send 'Pratyay' to us on regular basis.

I wish all success to the 'Pratyay' team.

Thanking you

With regards

Arunayan Sharma

Director

Centre for Ecological Engineering

Netaji Subhash Road, In front of T.O.P., Malda-732 101, West Bengal, India
Phone: 91 03512 51114, Email: ecoeng@rediffmail.com

Pratyay

STD :- 03220
Ph.No.- 266-482

INDEX NO.- V2-061
H. S. Code No.- 05422
Voc. Code No.- 3012

DIGHA VIDYABHAWAN

HIGHER SECONDARY : GENERAL INCLUDING VOCATIONAL STREAM
P.O.- ALANKARPUR, BLOCK- RAM NAGAR-I
DIST.- PURBA MEDINIPUR, PIN.- 721441

Memo No.189/DV/2007-08

From: Headmaster

Date : 1.12.2007

To:

To
Dr. Rathindranath De
Director
State Council of Educational Research & Training, West Bengal
25/3, Ballygunge Circular Road,
Kolkata-700 019

Sub: Acknowledgement of Journal-Pratyay

Sir,

I acknowledge with thanks the receipt of your letter including the Journal on Population Education "PRATYAY" - Volume-II (January, 2007 No-I) rich in educational thoughts what I have been longing for the years.

It will make me more delighted if I get previous issues of PRATYAY from your end. You are also requested to send other issues of the same in future.

In fine, I am conveying you my heartfelt congratulation for this noble assiduity in the nature of novelty.

Thank you for your adherence.

Yours sincerely,

Ranjan Kumar Das 1/12/07
(RANJAN KUMAR DAS)
HEADMASTER
DIGHA VIDYA BHAWAN

— Pratyay —

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প. ব.) [এস. সি. ই. আর. টি.] এর সঙ্গে
যোগাযোগের অন্যান্য মাধ্যম :

দূরভাষ - (০৩৩) ২৪৮৬-৪৩৭৭

- (০৩৩) ২৪৮৬-৫১১৪ (অধিকর্তা)

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পোর্টাল - www.scertwestbengal.org

ই-মেল - edusearch253@yahoo.com



